

# Physically Active Classrooms Institute

## Making the ConneCTion

*Physical Activity and Academic Achievement*

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**John L. Smith**

Educational Services, FlagHouse Inc.

40 Years of Teaching Physical Education on Every Level

1989 NASPE/COPEC National Teacher of the Year

Retired and Still Actively Learning

**FLAGHOUSE®**

**CT Physically Active Classrooms**  
**General Session**  
**Active Bodies = Active Minds**  
**Making Things Happen in Your Classroom**

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**John Ratey Quotes: On Physical Activity**

“Physical activity makes students ready to learn.  
Physical activity creates a better learning environment in the brain  
by enriching and optimizing the brain area.  
Physical activity promotes growth of new brain cells.  
Physical activity drops aggressiveness.”

Bits and pieces of creative and innovative ideas and lessons used to create a physically active classroom.

**Front/Back/Right/Left:**

I will say front, you repeat it and take a step in that direction. While walking in place!  
Start by walking in place and saying:

- Front: everyone says Front and steps forward
- Back: everyone says Back and steps back
- Right: everyone says Right and steps right
- Left: everyone says Left and steps left

Now I will say it, you say it and do the opposite action:

- Leader says Front, students say Front, students step Back
- Leader says Back, students say Back, students step Front

Now I will say it, you say the opposite and do the opposite

Now I will say it, you say it and then do the opposite

# **Air Traffic Controller! On the Tarmac!**

By John L. Smith

Ideas for physical education class and workshops  
Creative Ideas from the Blue Man Group

**Equipment Needed: Air Controller Half Noodles**

**Also need ear head set, glow shirt, goggles**

**Signal for use (touch the body part first)**

- Up and down: sit and stand
- Half up and down
- Half group moving – half still
- Fast slow up and down
- Slow fast any movements
- Arm movements like jet wings
  - Up and down
  - YMCA
  - Claps
  - Fancy movements: wiggles, shapes
  - Up and down both arms front
  - Up and down side
  - Alternating up and down
  - Circles
    - Side
    - Side alternating
    - Backward side
  - Claps in front
  - Claps front and back
  - Hand Jive
  - Macarena
- Legs
  - Side to side: slide
  - Side to side walking
  - Walking forward
  - Walking backwards
- Body Movements
  - Lean left and right
  - Bend forward
  - Bend sideways
  - Bend backwards
  - Twist
  - Balance on one leg
  - Scale Balance
  - Turning around
  - Turning and moving
  - Switching places
  - Bouncing
  - Jumping
  - Running in place
  - Marching
  - The Wave
  - Criss Cross Legs
  - Jogging with different speeds
  - Head movements
  - Hopping
- Blinking eyes (lights on and off)
- Dance movements
  - Disco
  - Sprinkler
  - Shopping cart
  - Car wash
- Different groups doing different movement with different hand signals
- Sports movements
  - Basketball sliding
  - Soccer kick and goal
  - Tennis
  - Fitness:
    - Sit-ups with arms crossed
    - Jumping jack

### **This or That:**

A fun quick activity that has the students making quick decisions about things they do, things they have or things that are of interest to them. Place a line down the middle of the activity area. Tell the students they will be making a decision as to which of the two items you give them they like better and then move to that side of the line. Start walking in place and ask the students to decide between two opposite answers. Such as: Do you like vanilla or chocolate? And they will then quickly move to the side of the line you designate for that answer.

Coffee or Tea (a good teacher one!)

Breakfast or lunch

Steak or Seafood

Ocean or Mountains

Indoor or outdoor

Pretzels or chips

Vanilla or chocolate

Burgers or dogs

Cats or Dogs

Basketball or Football

Oranges or Apples

### **Scarf Tricks: Beginning Level**

1. Hold one corner and make side circles
2. Hold one corner and make front circles
3. Hold one corner and make backward circles
4. Hold one corner and make circles about your head
5. Hold one corner and make a figure 8 in front
6. Hold one corner and make a figure 8 above you
7. Hold one corner and make zigzags in front-vertically
8. Hold one corner and make zigzags in front horizontally
9. Hold with other hand and repeat task 1-8
10. Hold one scarf and make all the letters of the alphabet in the air
11. Hold 2 scarves and make circles on side
12. Hold 2 scarves and make backward circles
13. Hold 2 scarves and make alternating circles
14. Hold 2 scarves and make front circles
15. Hold 2 scarves and make figure 8's

### **Noodle Bits:**

See [Flaghouse.com/activityguides](http://Flaghouse.com/activityguides) for more activities  
These are ½ of a 1-2 inch slice of a water noodle.

Popper Activities:

1. Best hand Pop and Catch
2. Other hand Pop and Catch
3. Switching hands Pop and Catch
4. 2 Hand Pop and Catch
5. 2 hand Switching Hands Pop and Catch
6. Pop, Create and Catch: Pop, clap and catch or Pop touch and catch
7. Behind the back pop and catch
8. Under the leg pop and catch
9. Pop one popper with a partner
10. Pop one popper with a partner switching hands
11. Each partner pop 1 to a partner
12. Pop 2 to a partner:
13. Pop 2 to a partner catching in opposite hands
14. Pop 4 with a partner
15. Quick Draw Pop and Catch

### **Noodle Slices**

See [Flaghouse.com/activityguides](http://Flaghouse.com/activityguides) for more activities

These Noodle Slices are made of 1 inch cut pieces of water noodles.

Noodle Slices Activities: Place a large amount of Noodle Slices in the center of the activity area. Partners take turns going into the area to pick up 1 or 2 slices and return to their group to continue the activity.

1. Balance slices on a partner. Groups of 3 with 2 partners going into the middle to retrieve the slices bring them back and balance them on partner #3. This continues until the balanced slices fall. Then change the balance partner.
2. Slices Sandwich: 2 partners place 1 slice between their hands. The third partner retrieves 2 more slices and places them between the hands. This continues until the slices fall. Then another partner becomes the retriever.
3. Noodle Slices Muscle Building: Partners 1 and 2 going into the activity area and retrieve 1 slice each. They return and build biceps on partner #3. This continues until the bicep falls. A new partner then becomes the muscle.
4. Weight Lifting Slices: Just like Noodle Slices Muscle Building except the Slices Weight Lifter must hold their hands up like they are doing a bench press or a lift and jerk.

### **Nose and Ear:**

One hand on the nose, the other hand on the opposite ear. Now switch hands and ears. Add a desk tap, knee touch or clap in between the switch.

### **Thumb and Pinkie:**

Put both hands out in front of you palm side facing you. Make two fists but on the right hand have the thumb out and on the left the pinkie out. Now switch them!

## **Thera Bands or Dyna Bands:**

The DYN-O-MITES for kids program was developed by John L. Smith. This explosive program is designed to be used in the gymnasium as well as the classroom. Very little space or equipment is needed to integrate this program right into your school's physical education or physically active classroom curriculum. The objectives of the program are:

1. Increase the muscle strength of the students
2. Increase muscle endurance of the students
3. Add more rhythms and dance to the curriculum
4. Improve the flexibility of the students
5. Enhance the overall fitness of the students.

Equipment used: Rep Bands (Latex Free from Flaghouse #30698)

### **Soul Man The Blues Brothers Dynamite Routine**

#### **Introduction: Expanding front pulls on beats**

- 8 Front Pulls
- 8/8 Right/Left Diagonal Pulls
- 4 Big Front Pulls on "Soul Man" with quick pulls on beats
- 4/4/4/4 Right/Left Diagonal Pulls
- 4 Big Front Pulls on "Soul Man" with quick pulls on beats
- 2/2/2/2/2/2/2/2 Right/Left Diagonal Pulls
- 4 Big Front Pulls on "Soul Man" with quick pulls on beats
- 16 Alternating Right/Left Diagonal Pulls
- 2 Front Expanding Pulls on "YEAH!"
- 4 Soul Man Over Head Pulls

#### **Above the Head Pulls**

- 24 Front Pulls
- 1 Long Ending Pull



### **Pretty Women (Short Version)**

Introduction: 6 sets of expanding front pulls or 34 quick front pulls

VERSE 1: "Pretty women.."8 right pulls, 8 left pulls, 4 front pulls

CHORUS: 4 Expanding Font Pulls

VERSE 2: Repeat verse 1

CHORUS: REPEAT

8 right front pulls

8 left pulls

8 front pulls to a hold

REPEAT:

Ending: Expanding front pulls to quick pull at the end

# Addam's Family

## MUSIC FORM THE ADDAM'S FAMILY MOVIE THEME

### STARTING POSITION: SITTING LEGS FOLDED, BANDS HELD IN FRONT

#### Chorus: FRONT PULLS

Do, do, do, do, PULL PULL Do, do, do, do, PULL PULL  
Do, do, do, do, do, do, do, do, do, do, PULL PULL Repeat All

**SECTION 1:** 16 counts                      8 long slow front pulls  
Repeat chorus

**SECTION 2:** 8 counts                      4 long slow front pulls  
Repeat chorus

**SECTION 3:** 16 counts                      8 slow over head pulls  
Repeat chorus

**SECTION 4:** 16 counts                      8 right side pulls/8 left side pulls or 16 alternating  
Repeat chorus:

**SECTION 5** 16 counts                      32 fast front pulls with shortened bands  
Repeat Chorus

**SECTION 6**      16 counts                      16 front pulls  
Repeat chorus

**SECTION 7**      **THE FINISH:** 5 slow front pulls, 8 quick front pulls, 2 chorus pulls  
Hold 1 long front pull till music stops.

### **CATCH: Coordinated Approach to Childhood Health Activity**

Answer the question and turn and face the other direction if the answer is true. (Use a full walking area if possible and have the students change directions or cross the area on correct answers)

Walk in place or around the room and change on the "yes" answer.

- Do you have a dog?
- Do you have a pet?
- Did you have a good breakfast this morning?
- Did you drink orange juice this morning?
- Did you walk to school today?
- Are you a runner?
- Does your school serve a healthy lunch?
- Are you more than 10 years old?
- Do you have a heart beat?

### **Dice Rolls on Desk or Floor:**

Try to get as much movement involved as possible by rolling the dice back and forth across a line on the floor.

- Try to get all the #'s (1-6) in the fastest time possible
- Try to roll the numbers 1-6 in order
- Try to roll the odd numbers or even numbers
- With 2 die, roll all the possible number combinations (2-12)
- With 2 die, try to roll 3 doubles
- With 2 die try to roll all the doubles possible
- With 3 dice try to roll triples

### **Alpha Dice:**

Add activity by rolling the dice across an area or while jogging in place

- Roll the dice and try to roll vowels
- Roll the dice and try to roll all the letters of the alphabet
- Roll the dice and try to roll words (use 2, 3 or 4 dice)
- Toss the die and catch it and give a word starting with the letter on top
- Toss to a partner, make the catch and give a word with the top letter.

### **The Invisible Jump Rope:**

#### **A TAKE 10!® Activity**

Stand up in the area next to your desk and pretend you are jumping a jump rope the number of times needed to answer the questions:

- Math facts
- Spelling words
- Jump until you list 6 punctuation marks
- Jump until you say 7 presidents
- Count by 3's to 33 as you jump
- Count backwards from 20 to 0
- Jump with a friend and tell a story while you are jumping



**The Paper Shake:**  
**A Chip Candy production!**  
**Music: I'm Gonna to Get You by Bizarre**

**Paper activities:**

- Right hand paper shake
- Left hand paper shake
- 2 hand paper shake
- Above your head paper shake
- Shake it to the right
- Shake it to the left
- Headache paper shake: shake with 1 hand and hold your other hand on forehead
- Shake your arm pits dry
- Squeeze the paper into a small ball
- Open the paper up slowly and shake
- Rip the paper in half slowly
- Shake 2 pieces
- Alternate shaking 2 pieces
- Stand on 2 pieces and twist
- Slowly squeeze the 2 pieces
- Put the 2 pieces in your pocket or recycling

## **Shaker Sticks:**

### **Fitness, Rhythms, Flexibility, Tossing and Catching**

**Audience:** Physical Education K-5

**Overview:** The Shaker Sticks are a new piece of equipment that can be used to develop hand-eye coordination, jumping and landing, catching skills, fitness and rhythms. The Shakers Sticks can be vibrated, tossed, used for flexibility exercises and balanced. The shakers are one of the most multi task pieces of equipment you can have in your inventory. They are great for classroom, gymnasium and outdoor activities. Concepts that can be used with the Shakers Sticks: stretching, tossing, catching, shaking, vibrating, jumping, balancing, landing, hand-eye coordination, fitness and stretching.

#### **Shaking and Vibrating:**

1. Vertical Right Hand – Front to Back
2. Vertical Left Hand – Front to Back
3. Vertical Right Hand – Side to Side
4. Vertical Left Hand – Side to Side
5. Vertical Right Hand – Circular Clockwise
6. Vertical Left Hand – Circular Counter Clockwise
7. Vertical 2 Hands – Side to Side
8. Vertical 2 Hands – Front to Back
9. Vertical 2 Hands – Circular Pattern
10. Horizontal Right Hand – Palm Up – Up and Down
11. Horizontal Left Hand – Palm Up – Up and Down
12. Horizontal Right Hand – Palm Up – Front to Back
13. Horizontal Left Hand – Palm Up – Front to Back
14. Horizontal Right Hand – Palm Down – Up and Down
15. Horizontal Left Hand – Palm Down – Up and Down
16. Horizontal Right Hand – Palm Up – Front to Back
17. Horizontal Left Hand – Palm Up – Front to Back
18. Horizontal Right Hand – At Your Side – Up and Down
19. Horizontal Left Hand - At Your Side – Up and Down
20. Horizontal Right Hand – At Your Side – Side to Side
21. Horizontal Left Hand - At Your Side – Side to Side
22. Horizontal Right Hand – Front Circular – Palm Up
23. Horizontal Left Hand – Front Circular – Palm Down
24. Horizontal 2 Hands – Up and Down
25. Horizontal 2 Hands – Front and Back
26. Horizontal 2 Hands – Circular Pattern
27. Holding one end with right hand and wiggling vertically
28. Hold one end with left hand and wiggle vertically
29. Holding one end with right hand and wiggle horizontally
30. Hold one end with left hand and wiggle horizontally

These skills can be done for a time span (10-30 seconds) or a # of shakes. They can be put into class routines to music or a teacher can pick several skills and put them on task cards, the chalk board or listed for a daily workout routine.

## **Little Shaker Routine**

**Good Vibrations**

**The Beach Boys**

**Little Shaker is held horizontal!**

- 16 Horizontal Right Hand Shakes – Up and Down
- 16 Horizontal Left Hand Shakes – Up and Down
  
- 16 Horizontal Right Hand Shakes – Fast Up - Down
- 16 Horizontal Left Hand Shakes – Fast Up -Down
  
- 16 Horizontal Right Hand Shakes – Slow side to side
- 16 Horizontal Left Hand Shakes – Slow side to side
  
- 16 Horizontal Right Hand Shakes – Fast Side to Side
- 16 Horizontal Left Hand Shakes – Fast Side to Side
  
- 16 Horizontal Front with 2 hands up and down
- 16 Horizontal Front with 2 hands in and out
- 16 Horizontal Front in circles
- 16 Horizontal Front in slow small shakes
  
- 16 Horizontal Right Hand Shakes – Front hold end
- 16 Horizontal Left Hand Shakes – Front hold end
- Vertical
- 16 Horizontal Shakes – hold end and shake horizontal

### **Stretching and Flexibility Activities:**

- Hold each end of the Little Shaker in your hands; if you cannot reach the ends then hold it with your hands as close to the ends as you can.
  - Stretch your arms out in front as far as possible - horizontal
  - Stretch to the right side -horizontal
  - Stretch to the left side – horizontal
  - Stretch to the right side and hold vertically
  - Stretch to the left side and hold vertically
  - Out in front hold right hand up and left hand down - vertical
  - Out in front hold left hand up and right hand down - vertical
  - Hold out in front and rotate left and right hand to opposite side to a horizontal position
  - Bend at the waist and stretch the Little Shaker as close to the floor as possible - horizontal
  - Hold the Little Shaker behind you and lift slowly - horizontal
  - Stretch your arms above your head as high as possible - horizontal
  - Stretch your arms above your head up high and lean back a little- horizontal
  - Hold the Little Shaker vertically and pass it around your body. Try to keep your arms out away from your body

## Shaker Sticks and Balance Activities

- **Stationary Balances**
  - Balance horizontally across the top of our head
  - Balance horizontally across the back of your right hand
  - Balance horizontally across the back of your left hand
  - Balance horizontally across your right forearm
  - Balance horizontally across your left forearm
  - Balance horizontally across your right shoulder
  - Balance horizontally across your left shoulder
  - Balance horizontally across one finger of your best hand
  - Balance horizontally across your thigh while balancing on one foot. Switch legs.
  - Balance horizontally across one foot while balancing on the other foot. Switch
  - Balance horizontally across your back
  - Balance horizontally across your nose
  - Balance horizontally across your knees while balancing on your seat
  - Balance vertically on the back on your right hand
  - Balance vertically on the back on the back of your left hand
  - Balance vertically on the top of one foot while balancing on the other foot. Switch!
  - Balance vertically on one finger
- **Moving Balances: walking forward and backward**
  - Balance horizontally across the top of our head
  - Balance horizontally across the back of your right hand
  - Balance horizontally across the back of your left hand
  - Balance horizontally across your right forearm
  - Balance horizontally across your left forearm
  - Balance horizontally across your right shoulder
  - Balance horizontally across your left shoulder
  - Balance horizontally across one finger of your best hand
  - Balance horizontally across your back
  - Balance horizontally across your nose
  - Balance vertically on the back on your right hand
  - Balance vertically on the back on the back of your left hand
  - Balance vertically on one finger
- **Partner Balances (you can try moving with some of these partner balances)**
  - Balance horizontally on the top of your heads
  - Balance horizontally from shoulder to shoulder
  - Balance horizontally on the ends of 2 fingers
  - Balance horizontally on the top of 2 thighs while balancing on one foot
  - Balance horizontally on 2 feet while balancing on the other foot
- **Multiple Balances: (you can move with some of these balances)**
  - Balance 2 Shakers: one on each shoulder horizontally
  - Balance 2 Shakers: one on each arm horizontally
  - Balance 2 Shakers: one on each back of hand horizontally
  - Balance 2 Shakers vertically one on the back of each hand
  - While balancing on your seat, can you balance a Shaker on the back of each hand and the top of each foot?
  - How many Shakers can your partner balance on you?
  - In a group of 5 or more, can each person do a different balance?
  - In a group of 5 or more, can each person do a balance and stay connected to another person in the group?

FlagHouse Timer Tops are a fun way to motivate the students to perform activities during a timed session. The tops spin up to 3 minutes and can be used to time physical activity, writing assignments, math work or spelling games. Here are the activities we used at the Institute but you can create 100's of your own that fit your needs and classroom.

**FLAGHOUSE**



## Timer Tops



### Physically Active Classroom Activities

These activities can be done individually, with partners or in groups.

Spin the Timer Top and:

1. March in place until it stops spinning
2. Stretch in place until it stops spinning
3. Balance on one foot until it stops spinning
4. Pretend you are jumping rope until it stops spinning
5. Flex 10 different muscles before it stops spinning



Timer Tops, FlagHouse Item #14191

John L. Smith, Educational Consultant, FlagHouse, Inc.

**FLAGHOUSE**

## Timer Tops

### Physically Active Classroom Activities



These activities can be done individually, with partners or in groups.

Spin the Timer Top and:

1. Walk and find 10 items in the room that start with the letter "B"
2. Balance on one foot while counting to 100 by 2's
3. Touch all walls of the room and get back before the top stops.
4. Stretch slowly while saying the alphabet until the top stops.
5. With a partner, alternate saying 20 states before the top stops

Timer Tops, FlagHouse Item #14191

John L. Smith, Educational Consultant, FlagHouse, Inc.

## **Heart Beat Balls:**

Squeezing a ball or noodle bit to the beat of a heart for 1 minute to demonstrate the constant beating of the heart. You can increase or decrease the beats per minute to show a heart at rest or a heart during exercise.

## **TAKE 10!® Activities**

These are great classroom movement activities taken from the TAKE 10! Book.

- Jogging in Place and Name States, vowels, things that are red, the 12 months, sports (a-z)
- Do a bicep curl or arm pump for each syllable in a word: dog, soccer, breakfast, basketball, nutrition, muscle, brain
- Exercise for math answers: addition, subtraction,
- Exercise for sports scoring: touchdown, field goal, soccer goal, grand slam, winning a tennis game
- Invisible jump rope for coins in a dollar,
- Bounce while naming states:
- Stories on the Move: action words
- Hokey Pokey with body parts
- Scavenger Hunt: walk the room finding 10 things that start with the letter “B” or things that are colored red, or things that have numbers on them.

## **John Tesch Quotes from last Sunday’s Broadcast:**

**If you want your kids to get better grades I have the answer for you.**

A group of researchers from the University of Illinois found that the most physically fit grade school kids score the highest on academic tests. During their study, they tested the physical fitness of around 500 kids between the ages of 7 and 11.

As part of the test, students ran a series of increasingly faster sprints and did push-ups and sit-ups. Then, to test the kids’ minds, they were given a quick response test and the Illinois Standard Achievement Test.

The results: the kids who scored highest on the fitness tests, especially the sprinting test, also scored the highest on the two academic tests. So what’s the connection? Dr. Charles Hillman, author of the study, says it may be that being physically active boosts the amount of molecules that protect the brain and prevent the loss of brain tissue.

So a physically fit body coincides with an equally agile brain. So get your kids fit to be smart!

## Breakout Session:

### “Active Letters, Active Numbers and Active Shapes”

**Introduction:** This session will present ideas for the Physically Active Classroom that deal with numbers, letters and shapes.

#### Junior Number Spots

- Stepping on the numbers and moving changing feet
- Odd and even # activities
- Math facts
- Counting

#### Alpha Spots:

- Moving Alphabet: Place all the Alpha spots in the center. On the start command, enter the area and begin to step on all the letters in order.
- Word Processor: How quickly can a person step on all the letters in order!
- Key Punch (computer key board): set up the key board as quickly as possible
- Computer Skills: each person stands on one or two letters of the keyboard.
  - Say the alphabet while jumping up and down on your letter when its turn comes
  - Say your spelling words by bouncing on the letters

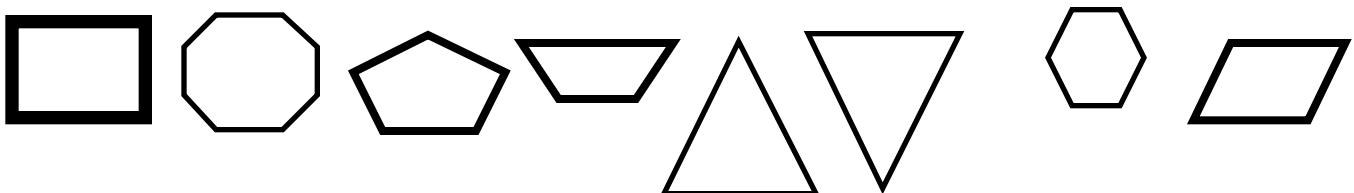
#### Jump Rope Letters and Numbers:

Use a jump rope to make letters and numbers on the desk or floor. After the letter or number is made, have the students balance, stretch or move over and around the letters or numbers.

#### Elastic Stretch Ropes

**Stretch the ropes to make the shapes created by the folded piece of paper.**

- **STRETCHING THE BODY AND THE MIND**
- Elastic stretch ropes, sometimes called Chinese jump ropes, are great for teaching shapes, sizes, designs and spatial awareness. Each student is asked to mirror the shape the teacher is displaying. The student must visualize the shape, design and spatial location of the shape and then create the same design using the stretch rope. The teacher uses a large colorful piece of construction paper and constantly changes the shape, size spatial location and design of the paper. Squares, triangles, rectangles can be create horizontally or vertically in different sizes. The concepts of big/small, horizontal/vertical, inverted, tall, flat, and planes can be taught in the physical education curriculum.



### **Clever Catch Balls:**

Toss and catch the ball and answer the questions inside!

### **Catch Balls:**

- Toss and catch the ball on the numbers in order
- Toss and catch the ball on the numbers to get the highest total in 1 minute
- Toss with a partner and try to catch the number they call out while the ball is in the air

## **Noodles, Numbers, Letters and Other Activities**

**John L. Smith**

**1989 NASPE National Teacher of the Year**

### **Activities:**

1. Balance noodles horizontally on head side to side
2. Balance noodles horizontally on head front to back
3. Balance noodle on nose horizontal
4. Balance noodle on shoulder front to back (right and left)
5. Balance noodle on knees (right and left)
6. Balance noodle vertically on hand
7. Blast off noodle holding with one hand and pushing up with other hand
8. Shake noodle horizontally with 2 hands
9. Shake noodle horizontally with 1 hand (right and left)
10. Shake noodle vertically with 2 hands
11. Shake noodle vertically with 1 hand (right and left)
12. Make noodle into a "U" shape in front of you and clap it
13. Make noodle into a "U" shape in front of you and scissor it top and bottom
14. Make the noodle into the following numbers: 1-9
15. With a partner make numbers: 2 digit numbers
16. Make the noodle into the following letters:
  - a. C
  - b. G
  - c. I
  - d. J
  - e. L
  - f. M
  - g. N
  - h. O
  - i. P
  - j. S
  - k. U
  - l. V
  - m. W
  - n. Y
  - o. Z



17. With a partner make the following mathematical signs:

- a. +
- b. =
- c. -
- d. <
- e. >
- f. X

18. With a partner make an addition problem

19. With a partner make a subtraction problem

20. With a partner make the noodles into the following letters:

- a. B
- b. D
- c. F
- d. H
- e. K
- f. L
- g. M
- h. N
- i. P
- j. Q
- k. R
- l. S
- m. T
- n. U
- o. V
- p. W
- q. X
- r. Y
- s. Z

21. Holding the noodle at both ends, jump rope the noodle

22. Make a "U" with the noodle so both ends touch the ground and crawl through it

23. Make a "O" with the noodle and have your partner climb through it

24. Turn the noodle like a helicopter above your head

### **Half Noodle Activities**

John L. Smith

#### **Fitness:**

##### **• Horizontal**

Pull ends towards you into circle

Pull ends towards you into an "A"

Pull ends towards you into an "A" and clap it

Push ends away from you into a circle

Push ends away from you into an "A"

Push ends away from you into an "A" and clap

Pull right end towards you and left end away from you into a "J" shape

Pull left end towards you and right end away from you down into "J"

Pull right side up into a "J"

Pull left side up into a backwards "J"  
 Pull right side up over the left into an "S"  
 Pull left side up over right into a backwards "S"  
 Push right side away from body into a horizontal "S"  
 Push left side away from body into a horizontal backwards "S"  
 Bicycle forwards  
 Bicycle backwards  
 Push up into a "horseshoe" shape and pump it fast with left and right  
 Invert into a "horseshoe" shape and pump it fast with left and right  
 Change from "horseshoe" to inverted "horseshoe" slow  
 Change from "horseshoe" to inverted "horseshoe" fast  
 Push ends towards each other without bending noodle

• **Vertical**

Pull down into circle  
 Pull down into an "A"  
 Pull down into and "A" and clap it  
 Push up into a circle  
 Push up into an inverted "A"  
 Push up into an inverted "A" and clap  
 Pull right side down into an inverted "J"  
 Pull left side down into an inverted "J"  
 Pull right side up into a "J"  
 Pull left side up into a backwards "J"  
 Pull right side up over the left into an "S"  
 Pull left side up over right into a backwards "S"  
 Push right side away from body into a horizontal "S"  
 Push left side away from body into a horizontal backwards "S"  
 Bicycle forwards  
 Bicycle backwards  
 Push up into a "horseshoe" shape and pump it fast with left and right  
 Invert into a "horseshoe" shape and pump it fast with left and right  
 Change from "horseshoe" to inverted "horseshoe" slow  
 Change from "horseshoe" to inverted "horseshoe" fast  
 Push ends towards each other without bending noodle

**Eye of the Tiger Half Noodle Routine!**

**Bending the noodle to the music with circles when the words "Eye of the Tiger" are sung!**

## **Balloon Activities:**

1. Keep it up with your hand
2. Keep it up with the back of your hand
3. Keep it up with your elbow
4. Keep it up with your shoulder
5. Keep it up with your foot
6. Keep it up with your thumb
7. Keep it up with your head
8. Keep it up with your nose
9. Keep it up with your pinky
10. Keep it up with your knees
11. Keep it up with your fist
12. Keep it up with your arms
13. Hit the balloon as high as you can
14. Hit the balloon as far as you can

### **Moving and Striking:**

1. Walk across the room and keep the balloon up
2. Walk across the room keep the balloon up switching hands
3. Skip and keep balloon up
4. Move backwards and keep balloon up

### **Partner Activities: (sitting or standing)**

1. Hit the balloon back and forth with hands
2. Hit the balloon back and forth with arms
3. Keep 2 balloons up switching balloons each hit

### **Catching skills:**

1. Catch it high
2. Catch it low
3. Clap and catch
4. Turn around and catch
5. Catch it behind you

**February 15, 2012**

Institute participants,

Congratulations on being part of the nation's first Physically Active Classroom Institute. You are a special group of teachers and administrators that have had the golden opportunity to attend a unique event that promotes the important concept that physical activity makes students ready to learn and promotes the growth of new brain cells.

Thank you for the opportunity to present the ideas and lessons that I have found so successful with my students over the past 40 years. I am still learning so much about the need for physical activity in the classroom and hope to be able to use this Institute as a take-off point for workshops across the country.

I would like to recommend the following materials to you for more classroom activities.

CATCH: A Coordinated Approach to Child Health. The CATCH Program (Coordinated Approach To Child Health) brings schools, families, and communities together to teach children how to be healthy for a lifetime. CATCH is effective because healthy behaviors are reinforced through a coordinated approach-in the Classroom, in the Cafeteria, in Physical Education, at Home, and After School. CATCH is research-based and proven to work. And, most importantly, CATCH makes nutrition learning and physical activity FUN!

TAKE 10!: Each grade-specific kit is divided by academic content area: language arts, math, science, social studies, and general health. TAKE 10! Helps children understand the importance of fun, physical activity, and other healthful behaviors, including nutrition, while reducing sedentary behavior, improving attention, and promoting structured physical activity breaks during the school day.

60 Second Countdown! Activities that challenge individuals, partners and teams to complete an activity challenge in 60 seconds.

John Ratey's book SPARK

John Medina's book: Brain Rules (videos): <http://vimeo.com/15497051> and <http://vimeo.com/2299625>

FlagHouse Activity Guides; <http://www.flaghouse.com/Athletic-activityGuides.asp#PE>

As the Educational Services director at FlagHouse, I would like to offer you any help and support that we can give you to make your classroom a physically active creation. Attached is a list of all the equipment we used and that you should have received in your tool kit. You can use our priority code 197319 for FlagHouse workshops to order more equipment. Please visit the FlagHouse website to take advantage of the free activity guides that are offered to you for many of our products. Use everything presented and make your classroom the best learning environment possible.

*John*

**John L. Smith**  
**1989 NASPE National Teacher of the Year**  
**Independent Educational Consultant**  
**FlagHouse Educational Services**  
**201-329-7528 Office**  
**201-788-6283 Cell**

<b>Item #</b>	<b>Description</b>	<b>Priority Code</b>	<b>#197319</b>
15869	Noodle Bits		
14191	Timer Tops		
17748	Noodle Slices		
30721	Thera Bands		
15871	Shaker Sticks		
14555	Juggling Scarves		
7049	Lawn Dice Set		
2970	Catch Balls		
39519	Alphabet Spot Markers		
14515	Alphabet Bean Bags		
1053	Numbered Bean Bags		
14438	Coated Foam Alphabet Dice		
8052	Water Noodle Set		
1162	Foam Fitness Dice Set		
18281	FitDeck Yoga Playing Cards		
18334	Interdisciplinary Lessons Book		
18394	60 Second Countdown Guide Book		
14448	Bean Bag Super Set		
15217	Yarn Ball Set		
1749	Balloons		
34215	Crystal Bead Ball		
15714	Numbered Junior Spot		
4844	Stringy Ball		
1045	Geo Shapes Bean Bags		
14511	Fleece Bean Bags		
10461	Fruit and Veggie Set		
11515	Beaded Jump Rope Set		
14802	ABC Clever Catch Ball		
14814	States and Capitals Catch Ball		
14810	Match Clever Catch Ball		
14882	World Geography Clever Catch Ball		
14866	Exercise Clever Catch Ball		
4581	Big Red Duffle Bag		
18403	Take 10 Grade 1		
18409	Take 10 Grade 2		
18411	Take 10 Grade 3		
18418	Take 10 Grade 4		
18439	Take 10 Grade 5		
18327	Take 10 Kindergarten		
FlagHouse Activity Guides: <a href="http://www.flaghouse.com/Athletic-activityGuides.asp#PE">http://www.flaghouse.com/Athletic-activityGuides.asp#PE</a>			